Accessibility Guide for Classroom Activities

The purpose of the Classroom Activities is to introduce students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information: instead, they focus on vocabulary and key contextual topics. Also, the Classroom Activity is designed to be an introduction and not an assessment. Therefore, students with disabilities are allowed to have accommodations and English language learners should have access to language supports that they regularly use during classroom instruction. The information noted in Table 1 provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

For all students, when they engage in the actual performance assessment, only the tools, designated supports and accomodations described in the Smarter Balanced Usability, Accessilbility and Accomodations guidelines may be provided.

Overall Strategies for the Classroom Activity:

- Teachers may employ the same strategies for the Classroom Activity that they use during instruction to attend to the diversity of their individual student needs.
- Teachers can employ formative practices and professional judgement to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.
- Teachers can read and re-read aloud any text included in the Classroom Activity.
- Teachers may employ assistive technologies that are typically available during instruction.
- The additional supports and strategies described below may be made available to any student based on the student's individual needs, and are not limited to particular impairments or to students who are on IEPs or 504 plans.
- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).
- Teachers may employ more than one suggested strategy listed below to meet student needs. These strategies are not mutually exclusive.

Table 1. Guidance for Needs- Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and 504 plans supercede these guidelines)
Visual Impairments	- Reading Materials : All materials that are required to be read by a student may be read aloud to the student. - Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers can provide

Student Need	Guidance for Accessibility (Student IEP and 504 plans supercede these guidelines)
	students with further explanation of the descriptions. These explainations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities : All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Physical Impairments	• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally. • Writing Activities : If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	• Activities Requiring Listening: Listening activities may be presented in sign language. For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	• Activities Requiring Oral Responses: Oral responses may be

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	provided in writing, using a communication device, or any other means that the student uses to communicate.
English Language Learners	• Reading Materials: All materials that are required to be read by students may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use a English, non-English and bilingual dictionary and thesaurus as needed.
Separate Setting	• Group activities may be tailored to occur between a single student and their educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.